



**St Mary's**  
Catholic Primary School and Nursery

**St Mary's Catholic Primary School Curriculum**  
**Year 5 Summer 1**  
**Separating Mixtures and Changing Materials**

**End Points**

By the end of this half term in maths, the children will have developed their understanding of Geometry. They will have learnt to classify, estimate and measure angles and be able to recognise regular and irregular polygons. They will have read and plotted co-ordinates, as well as developed their understanding of translation and symmetry. The children will also be able to add and subtract decimals. In English the children will have explored the Highway Man by Alfred Noyes and have written a poem based on the well-known poem 'Portable Paradise'. In History the children will have explored the unit 'How did the Maya civilisation compare to the Anglo Saxons.' They will have learned who the Mayan were and when they lived, how the maya settled in the rainforests and learned the similarities and differences between Maya and Anglo-Saxon homes. In Science the children will have investigated Properties and Changes of Materials. They will have compared and grouped everyday materials and have given reasons for their choices based on evidence from a fair test. They will also have used their knowledge of solids, liquids and gases to explain how mixtures can be separated. Through the unit of Athletics, the children will have learnt about the need to develop their own speed, hurdle safely and will have practised relay changeovers. In Music the children will perform a looped body percussion rhythm, use loops to create a whole piece of music play the first section of 'Somewhere Over the Rainbow and choose a suitable fragment of music and be able to play it to a backbeat In French our topic is 'Vive le sport'. The children will learn to name a variety of sports and express opinions about sports. In Art and Design the children will have explored Sculpture and 3D- through a unit called 'Interactive Installation'. They will have identified and compared features of Art Installations and investigated the effect of space and scale when creating 3D art. In Computing the children will have designed and created a game using the Purple Mash Game Creator programme. In RE the children will have developed their understanding of the Resurrection. They will have thought about how Jesus made the ultimate sacrifice for us. In their RHE work the children will have continued Module 2: Created to Love Others. They will know that God calls us to love others and they will have developed an understanding about ways in which we can participate in God's call for us to love each other.



**St Mary's**  
Catholic Primary School and Nursery

<b>Religious Education Life in the Risen Lord</b>	<p>In this unit of work, the children will learn about the glory of the Resurrection. They will think about how Jesus made the ultimate sacrifice for us. Throughout our learning we will:</p> <ul style="list-style-type: none"> <li>• know and understand that Jesus is risen from the dead</li> <li>• know that Jesus is present among us in different ways</li> <li>• know there are different ways of praying</li> <li>• reflect on Jesus' teaching and example on prayer</li> <li>• learn how to pray the Rosary</li> </ul>	
<b>English</b>	<p><b>Talk 4 Writing genres:</b></p> <p><b>Fiction:</b> Narrative (The Highwayman) [Alfred Noyes]</p> <p><b>Poetry:</b> Portable Paradise</p>	<p><b>(Shared) Reading texts:</b> Hugo Cabret by Brian Selznick</p> <p><b>Class Read for pleasure Text:</b></p>
<b>English - Reading Comprehension Skills/Word Reading</b>	<ul style="list-style-type: none"> <li>• To make predictions based on details stated and implied.</li> <li>• To read most words fluently and to recognise meaning through contextual clues.</li> <li>• To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.</li> <li>• To apply growing knowledge of root words, prefixes and suffixes to read aloud fluently.</li> <li>• To draw inferences from characters' feelings, thoughts and motives.</li> <li>• To discuss vocabulary used by the author to create effect including figurative language</li> <li>• To evaluate the use of authors' language and explain how it has created an impact on the reader.</li> </ul>	
<b>English- Spoken Language Skills</b>	<ul style="list-style-type: none"> <li>• To understand how to answer questions that require more detailed answers and justification.</li> <li>• To know and use language that is acceptable in formal and informal situations with increasing confidence</li> <li>• To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</li> </ul>	
<b>English - Handwriting Skills</b>	<ul style="list-style-type: none"> <li>• To increase the speed of their handwriting.</li> <li>• To be clear about what standard of handwriting is appropriate for a particular task.</li> <li>• To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way</li> </ul>	



**St Mary's**  
Catholic Primary School and Nursery

<b>English - Writing Spelling Skills</b>	<ul style="list-style-type: none"> <li>To spell words containing the letter string 'ough'.</li> <li>To spell adverbials of time and place.</li> </ul>		
<b>English - Writing Composition Skills</b>	<ul style="list-style-type: none"> <li>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</li> <li>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</li> <li>To consistently link ideas across paragraphs.</li> <li>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</li> </ul>		
<b>English - Writing VGP Skills</b>	<ul style="list-style-type: none"> <li>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion.</li> <li>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc</li> <li>To ensure the consistent and correct use of tense throughout all pieces of writing.</li> <li>To use brackets, dashes or commas to indicate parenthesis.</li> </ul>		
<b>Mathematics Skills</b>  <b>Small steps</b>	<b>Geometry: Shape</b> Step 1 Understand and use degrees Step 2 Classify angles Step 3 Estimate angles Step 4 Measure angles up to 180° Step 5 Draw lines and angles accurately Step 6 Calculate angles around a point Step 7 Calculate angles on a straight line Step 8 Lengths and angles in shapes	<b>Geometry: Position &amp; Direction</b> Step 1 Read and plot coordinates Step 2 Problem solving with coordinates Step 3 Translation Step 4 Translation with coordinates Step 5 Lines of symmetry Step 6 Reflection in horizontal and vertical lines	<b>Number: Decimals: Part 1</b> Step 1 Use known facts to add and subtract decimals within 1 Step 2 Complements to 1 Step 3 Add and subtract decimals across 1 Step 4 Add decimals with the same number of decimal places Step 5 Subtract decimals with the same number of decimal places



**St Mary's**  
Catholic Primary School and Nursery

	Step 9 Regular and irregular polygons Step 10 3-D shape		
<b>Science Knowledge</b> Separating mixtures and changing materials	<ul style="list-style-type: none"><li>• that some materials dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li><li>• to use knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li><li>• to demonstrate that dissolving, mixing and changes of state are reversible changes</li><li>• to explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li></ul>		
<b>Working Scientifically Skills</b>	<ul style="list-style-type: none"><li>• Planning different types of scientific enquiries to answer questions, including recognising, and controlling variables, where necessary.</li><li>• Using test results to make predictions to set up further comparative and fair tests.</li><li>• Learn to use apparatus and techniques, such as filtering, sieving and evaporating, to separate materials.</li><li>• Reporting and presenting findings from enquiries, including conclusions, causal relationships, and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li></ul>		
<b>Computing Knowledge</b> <b>Purple Mash Unit</b> 3D Modelling & Game Creator	<ul style="list-style-type: none"><li>• To know how to design and create a system that achieves a goal.</li></ul>		
<b>Computing Skills</b>	<ul style="list-style-type: none"><li>• Design and create systems that accomplish given goals.</li><li>• Simulate physical systems.</li><li>• Solve problems in writing programs by decomposing them into smaller parts.</li><li>• Combine a variety of software to accomplish given goals on a range of digital devices.</li><li>• Design and create systems that accomplish given goals.</li></ul>		



**St Mary's**  
Catholic Primary School and Nursery

	<ul style="list-style-type: none"><li>Analyse and evaluate information and data.</li></ul>
<b>PE Knowledge</b>	<p><b>Athletics</b></p> <ul style="list-style-type: none"><li>Why we need to maintain our speed until we cross the finish line.</li><li>When and where the changeovers take place on a curved track.</li><li>How to hurdle safely, applying the correct technique</li><li>How to evaluate our own and others sprinting technique making suggestions on how we can improve our own and others performance.</li></ul> <p><b>Orienteering</b></p> <ul style="list-style-type: none"><li>How to take responsibility for others and lead others in an effective way.</li><li>Why we have to orientate a map in order to locate points on the map.</li><li>How to plan a route effectively in order to locate as many points as possible.</li><li>How to manage time and avoid being late back and understand why this is important.</li></ul>
<b>PE Skills</b>	<p><b>Athletics</b></p> <ul style="list-style-type: none"><li>Finishing a race</li><li>Evaluating our performance</li><li>Sprinting: My personal best</li><li>Relay changeovers</li><li>Shot Put</li><li>Introducing the Hurdles</li></ul> <p><b>Orienteering</b></p> <ul style="list-style-type: none"><li>Face orienteering</li><li>Cone orienteering</li><li>Point and return</li><li>Timed course</li></ul>



**St Mary's**  
Catholic Primary School and Nursery

	<ul style="list-style-type: none"><li>• Orienteering competition</li></ul>
<b>Music Knowledge</b>  Looping and Remixing	<ul style="list-style-type: none"><li>• To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.</li><li>• To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</li><li>• To know that remix is music that has been changed, usually so it is suitable for dancing to.</li></ul>
<b>Music Skills</b>	<ul style="list-style-type: none"><li>• Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li><li>• Comparing, discussing and evaluating music using detailed musical vocabulary.</li><li>• Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li><li>• Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</li><li>• Improvising coherently within a given style.</li><li>• Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li><li>• Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li><li>• Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li><li>• Performing with accuracy and fluency from graphic and simple staff notation.</li></ul>



**St Mary's**  
Catholic Primary School and Nursery

<b>French Knowledge KS2 only</b>	<ul style="list-style-type: none"><li>• Name a variety of sports in French.</li><li>• Understand why many sports are cognates.</li><li>• Learn about popular sports and sporting events in France.</li><li>• Express opinions about sports (I love/like/dislike/hate).</li><li>• Ask and answer the question ‘Tu aimes...?’ (Do you like?).</li></ul>	
<b>French Skills KS2 only</b>	<ul style="list-style-type: none"><li>• Listen and show understanding of sentences.</li><li>• Express a range of opinions.</li><li>• Converse without prompts.</li><li>• Vary language and produce extended responses.</li><li>• Identify word classes.</li><li>• Demonstrate understanding of gender.</li><li>• Identify the definite article.</li></ul>	
<b>Unheard Histories:</b> ‘How did the Maya civilisation compare to the Anglo Saxons		
<b>Key Concepts: Chronological Awareness, Cause and Consequence, Historical interpretations, Change and Continuity, Similarities and Differences, Historical Significance, Sources of Evidence, Historical Enquiry, Power (Monarchy, government and empire), Beliefs, Civilisation (social and cultural), Trade, Achievements of Follies and Mankind.</b>		
<b>History Knowledge</b>	<i>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization</i>	<ul style="list-style-type: none"><li>• Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</li><li>• Putting dates in the correct century.</li><li>• Using the terms AD and BC in their work.</li></ul>



## St Mary's

Catholic Primary School and Nursery

	<i>c. AD 900; Benin (West Africa) c. AD 900-1300.</i>	<ul style="list-style-type: none"><li>• Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age</li><li>• Developing a chronologically secure understanding of British, local and world history across the periods studied.</li><li>• Placing the time, period of history and context on a timeline.</li><li>• Relating current study on timeline to other periods of history studied.</li><li>• Comparing and making connections between different contexts in the past.</li><li>• Making links between events and changes within and across different time periods / societies.</li><li>• Identifying the reasons for changes and continuity.</li><li>• Describing the links between main events, similarities and changes within and across different periods/studied.</li><li>• Describing the links between different societies.</li><li>• Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</li><li>• Analysing and presenting the reasons for changes and continuity.</li><li>• Giving reasons for historical events, the results of historical events, situations and changes.</li><li>• Starting to analyse and explain the reasons for, and results of historical events, situations and change.</li><li>• Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li><li>• Describing change throughout time.</li><li>• Identifying significant people and events across different time periods.</li><li>• Comparing significant people and events across different time periods.</li><li>• Recognising primary and secondary sources.</li></ul>
<b>History Skills</b>	<ul style="list-style-type: none"><li>• To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians.</li><li>• To understand that historical periods have characteristics that distinguish them.</li><li>• To understand how to work out durations of periods and events.</li><li>• To understand how to represent a scale on a timeline.</li><li>• To understand how to create their own timeline selecting significant events.</li><li>• To know that change can be brought about by conflict.</li><li>• To understand how the monarchy exercised absolute power.</li></ul>	





## St Mary's

Catholic Primary School and Nursery

	<ul style="list-style-type: none"><li>• To understand that different empires have different reasons for their expansion.</li><li>• To know that there are different reasons for the decline of different empires.</li><li>• To be aware of the different beliefs that different cultures, times and groups hold.</li><li>• To be aware of how different societies practise and demonstrate their beliefs</li><li>• To be able to identify the impact of beliefs on society.</li><li>• To understand how society is organised in different cultures, times and groups</li><li>• To understand that there are differences between early and later civilisations.</li><li>• To understand that the expansion of trade routes increased the variety of goods available.</li><li>• To understand the impact of war on local communities.</li></ul>	<ul style="list-style-type: none"><li>• Using a range of sources to find out about a particular aspect of the past.</li><li>• Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.</li><li>• Comparing accounts of events from different sources.</li><li>• Suggesting explanations for different versions of events.</li><li>• Identifying how conclusions have been arrived at by linking sources</li><li>• Developing strategies for checking the accuracy of evidence.</li><li>• Addressing and devising historically valid questions.</li><li>• Understanding that different evidence creates different conclusions.</li><li>• Planning a historical enquiry.</li><li>• Suggesting the evidence needed to carry out the enquiry</li><li>• Creating a hypothesis to base an enquiry on.</li><li>• Asking questions about the interpretations, viewpoints and perspectives held by others.</li><li>• Using different sources to make and substantiate historical claims.</li><li>• Developing an awareness of the variety of historical evidence in different periods of time.</li><li>• Recognising 'gaps' in evidence.</li><li>• Identifying how sources with different perspectives can be used in a historical enquiry.</li><li>• Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.</li><li>• Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</li><li>• Interpreting evidence in different ways using evidence to substantiate statements.</li></ul>
--	---	--



## St Mary's

Catholic Primary School and Nursery

	<ul style="list-style-type: none"><li>• To be able to identify the achievements of civilisations and explain why these achievements were so important.</li><li>• To be able to compare the achievements of different civilisations and groups.</li></ul>	<ul style="list-style-type: none"><li>• Making increasingly complex interpretations using more than one source of evidence.</li><li>• Challenging existing interpretations of the past using interpretations of evidence.</li><li>• Making connections, drawing contrasts and analysing within a period and across time.</li><li>• Beginning to interpret simple statistical sources</li><li>• Reaching conclusions which are increasingly complex and substantiated by a range of sources.</li><li>• Evaluating conclusions and identifying ways to improve conclusions.</li><li>• Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</li><li>• Showing written and oral evidence of continuity and change as well as indicting simple causation.</li><li>• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</li><li>• Constructing explanations for past events using cause and effect.</li><li>• Using evidence to support and illustrate claims.</li><li>• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</li><li>• Constructing explanations for past events using cause and effect.</li><li>• Using evidence to support and illustrate claims.</li></ul>
<b>Art Knowledge</b>		



## St Mary's

Catholic Primary School and Nursery

<b>Sculpture and 3D-Interactive Installation</b>	<ul style="list-style-type: none"><li>• To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li></ul>	<ul style="list-style-type: none"><li>• To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.</li><li>• To know that the size and scale of three-dimensional artwork changes the effect of the piece.</li><li>• To know how to create texture on different materials.</li></ul>
<b>Art Skills</b>	<ul style="list-style-type: none"><li>• To create sketch books to record their observations and use them to review and revisit ideas.</li><li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li><li>• To know about great artists, architects and designers in history.</li></ul>	<ul style="list-style-type: none"><li>• Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome.</li><li>• Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</li><li>• Investigating scale when creating forms in three dimensions.</li><li>• Exploring a greater range of materials to create 3D forms e.g. wire and found materials.</li><li>• Planning a sculpture, developing an idea in 2D into a three-dimensional piece.</li><li>• Persevering when constructions are challenging and working to problem solve more independently.</li><li>• Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</li><li>• Discussing the processes used by themselves and by other artists, and describe the particular outcome achieved.</li><li>• Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</li></ul>



**St Mary's**  
Catholic Primary School and Nursery

<b>RHE/PHSE/SMSC (Relationships and Health Education)</b>	<b>RHE Module 2: Created to Love others</b> <b>Keeping safe:</b> <ul style="list-style-type: none"><li>• To judge well what kind of physical contact is acceptable or unacceptable and how to respond</li></ul> That abuse violates the rights of children. That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests. <ul style="list-style-type: none"><li>• About the effect that a range of substances including drugs, tobacco and alcohol can have on the body.</li></ul> How to make good choices about substances that would have an impact on their health. That our bodies are created by God, so we should take care of them and be careful about what we consume. <ul style="list-style-type: none"><li>• Consider how, as they get older, they may come under pressure when it comes to drugs, alcohol and tobacco.</li></ul> Learn that they are entitled to say “no” for all sorts of reasons, but not least to protect their God-given bodies. <ul style="list-style-type: none"><li>• The recovery position can be used when a person is unconscious but breathing</li></ul> DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.	
<b>Mental Health and Wellbeing Safeguarding Curriculum Links</b>	Safe Guarding links: Black lives matter unit- Racism PHSE: Relationships Puberty- nurse visit Height and weight checks Cyberbullying	



**St Mary's**  
Catholic Primary School and Nursery